

Full Length Research Paper

The impact of socio-dramatic play in the development of the communicative language of pre-school children from the point of view of teachers in the light of some variables

Dr. Mohammed Bani Khalid¹ and Dr. Anoud Al-khresha²

^{1,2} Assistant Professor, Isra University, Amman, Jordan

Accepted 30 June, 2018

The study aimed to identify the impact of Socio-dramatic play in developing the communicative language of pre-school child from the point of view of teachers in the light of some variables. An analytical descriptive approach was developed. A scale was developed to identify the impact of Socio-dramatic play in the development of communicative language in pre-school children, where the questionnaire consisted of (46) items. The three-dimensional Likert scale was used to answer these paragraphs. The data was processed appropriately using the SPSS program. The results showed that Socio-dramatic play has a significant role in the development of language for pre-school children and allows them to increase their linguistic vocabulary that enriches the children's brain lexicon. The study also showed statistically significant differences in favor of the private school. There were statistically significant differences due to years of experience variable (10 years and more) and no statistically significant differences due to the scientific qualification variable. The study concluded with a set of recommendations.

Keywords: Socio-dramatic play, pre-school children, communicative language

INTRODUCTION

For children of pre-school age, play is one of the most common activities that he practice and spend his time. It is a means of developing the child's different skills (mental, emotional, linguistic, kinetic, psychological and social). Playing is an innate need for a pre-school child, it is an automatic and spontaneous activity, and the child does not need to be reinforced to accept it because it emanates from the real reality of the child's psychological need to play. Since the pre-school child at this early age is in continuous growth, the play helps him to achieve a comprehensive and balanced growth, not only in the linguistic side but also in the cognitive , emotional, social, aesthetic, mental aspects, etc., Hence

the great importance of playing for a child appears. The social life of the child begins when he is born, he cannot survive without being cared for by anyone, and this involves an infinite number of contacts with other people from the beginning, of course, the newborn child is not led to social play, but parents, grandmothers, educators, and friends touch him, greet him, accept him and demonstrate him. As the child grows and develops his or her ability to play and participate and increase the children's ability to communicate with each other, their linguistic growth help them to communicate with others in a good and useful way, and the size of the group that he plays with increases, which contributes to increase their language and use it to communicate with the group of comrades (Issa, 1999).

According to Vygotsky, children begin to develop speech without realizing that they are meant to communicate with others. They wish for some form of internal communication, which gradually becomes associated with external communication. Hence, language is seen as an important medium between learning and development.

Significance of the Study

The importance of the study in dealing with an important and sensitive stage of the life of the person which is the pre-school stage, where the individual is built completely or completely destroyed, as the first five years of the individuals' life are the most important in terms of building his personality and its growth in a balanced way, the study focused on a very important aspect which is socio-dramatic play, because it has a great impact on building the communicative and linguistic abilities of the pre-school child, who will become the man of future qualified to integrate into society, interact with it, influence it and building social relations stems from his understanding and communication with individuals and groups. Al-Ghazali stressed on topics in psychology such as language and companionship as a kind of social relations that promote the individual's social and human behavior (Wahid, 2001).

Objectives of the Study

This study aims to:

- Knowledge of the role of socio-dramatic play in developing the communicative and linguistic abilities of pre-school children.
- Knowledge of the differences of statistical significance at the level of significance ($\alpha=0.05$) according to the variables of the study related to the variable of scientific qualification and experience and Kindergarten type

The problem of the study and its questions

The problem of this study lies in the lack of appreciation of the value of playing for many who work in the field of childhood, and let children play spontaneously without planning for play activities or orientation, believing that playing for the child is all similar to the purpose of fun and entertainment only, and the fact that playing are types and each game has goals and develops certain aspects in the child. In this sense, the study will attempt to answer the following questions:

Question 1: What is the effect of socio-dramatic play in the development of communicative and linguistic abilities of pre-school children?

Question 2: Are there statistically significant differences at the level of $0.05 = \alpha$ attributable to:

- The impact of socio-dramatic play in developing the communication and language abilities of pre-school children according to the scientific qualification variable.
- The impact of socio-dramatic play on the development of communicative and linguistic abilities of pre-school children according to the experience variable.
- The impact of socio-dramatic play on the development of communicative and linguistic abilities of pre-school children according to the type of kindergarten (government, private).

The limits of the study

- Human limits: All Kindergarten Teachers
- Spatial limits: Directorate of Education - Madaba Governorate
- Time limits: 2018
- Objective Limits: The impact of socio-dramatic play on the development of communicative language among pre-school children

Terminology of the Study

Social play: is the activity of the individual affected by other people in their presence or absence in the activity situations, who represent his psychosocial activity, and this activity is either mental or physical or skillful (Shunuan, 1998).

Drama: Drama is derived from the Greek verb (Drao) and means "I do" and thus the word carries the meaning of action and work. The drama in Greek does not mean simply portraying the act itself, because it also depends on the power and sincerity of the image. "Drama" The art of expressing life and its distinctive character, it is literature intended to be acted (Hassan, 2010).

Pre-school children: Children aged 4 to 5 years who attend kindergartens with the aim of developing their physical, moral, emotional, social and spiritual personalities. It consists of two pre-kindergarten stages and is not subject to compulsory education or the central curriculum (Ministry of Education, 1990).

Communicative and linguistic ability: means the ability of the individual to use language in a communicative context for certain communicative purposes, and also means the individual's awareness of the rules governing proper use in a social situation (www. Cte.Univ- setif.Dz).

Theoretical Framework

Drama is a very important method in developing growth processes and has a great impact on the development of many aspects of the personality of a pre-school child; the preschool teacher must ensure that children engage in drama activities in a deliberate, planned and clear-cut manner.

Kempe (2003) emphasizes the need to employ drama in learning languages and teaching them in classrooms

because they have an important role in achieving some learning outcomes, such as learning new linguistic and grammatical vocabulary and syntax, and acquiring language through communication activities in real contexts. Thus, linguistic progress is the result of interaction, and is not done by talking only with him.

Childhood is the fastest growing stage of linguistic development, expression and understanding, language development at this stage has great value in self-expression, personal and social harmony, and mental development, the research of MaduroAsmit shows that the linguistic production of children increases from three words in the first year of life to (272) words in the second year, (896) words in the third year, (550) words in the fourth year, (2562) words in the sixth year, and the results of some previous research that there are no significant differences in the development of linguistic development, and girls appear to tend to a slight superiority in the skills while the boys were getting higher estimates than the girls in the level of vocabulary and knowledge of words (Hatibah, 2008).

Drama contributes to the linguistic development of children and we note that children often declare to each other orally about the different roles they perform, as they express the changes they fall on things, the child puts his hand on his mouth to pretend to drink from the cup, drama is a powerful and influential factor in increasing linguistic growth, it helps to better acquire language from special language methods, expand the growth of speech skills, help children prepare for reading skills, encourage children to be flexible and verbal, and increase the ability to speak improvisationally (Bakry, 2008). It is the beginning of the stage of social play in which children play alongside each other and children participate in their social activities.

Previous Studies

Al-Rababah and Habashneh (2015) conducted a study aimed at identifying the effect of the use of educational drama on the development of speaking skills (oral expression) and improving the achievement of Arabic language students in non-Arabic speakers in this skill, it was applied to a sample of (47) non-Arabic University students in Jordan, divided into two groups; experimental which the program was applied on it, and control which the program was not applied on it, the study tool was a test to measure the speaking skill. The results of the study showed that there is a clear effect on the use of the educational drama strategy in the teaching of speaking skills (oral expression), for students of the Arabic language who speak other languages.

Al-Khasawneh and Al-Akal (2012) conducted a study on the effectiveness of theatrical drama in the development of oral communication skills among primary school students. A training program based on linguistic health, audio discrimination, clarity, composition and theatrical analysis was designed. The study used the

semi-experimental method, where pretest and posttest were applied on the experimental and control groups, and the result of the study showed an effect of drama in the acquisition of Arabic language skills.

Anugi (2007) conducted a study aimed at knowing the role of theatrical play and symbolic expression in learning communication and ensuring children with delayed language and speech and stuttering disorders, a comparative study, where it was applied to kindergartens affiliated with the Children's Association of the national company "Sinotrak" the study used a test measures the understanding and linguistic performance used in this study and adaptation to the Algerian social and cultural reality, and it used a second tool, the method of theatrical play and symbolic expression. The results of the study prove the usefulness of the role of theatrical play and expression in learning communication among the children with delayed speech.

Hui, Lau (2006) conducted a study aimed to identify the impact of drama on the development of creative abilities and fluency of oral expression for students of grades 1 and 4, and the sample consisted of (126) students randomly distributed into two groups: experimental group studied activities in the form of dramatic plays, and control group that studied classroom activities in the usual way. After remote comparisons of tests, observations and statistical analyzes, the results revealed that there were statistically significant differences in the scale of creative ability and thinking attributed to the benefit of the experimental group and both sexes.

Rose (2000) conducted a study aimed at identifying the impact of drama representation on improving the comprehension skills of primary school students, in four public schools in Chicago, they were randomly selected, the sample was divided into two groups: an experimental group consisting of (94) students and a control group consisting of (85), (Lowa) test was applied as a pretest to measure the 4th grade students level in reading comprehension skills, the students of the experimental group studied the educational material using drama representation. The students of the control group studied using the usual method. The study found that the students in the experimental group proved that their level improved and developed more than the students of the control group in this skill by using representation.

Ranger (1995) conducted a study to improve reading comprehension through the varied use of drama, it has shown that the use of drama has contributed to increasing understanding of dialogue, enriching education in reading and history curricula, strengthening oral language, and enriching the linguistic output of students in the experimental group, the study recommended that the drama strategy in education should not be overlooked.

Khafaf (2003) conducted a study, the aim of the study was to identify the effect of narrative style and representative playing in the development of self-

reliance among Kindergarten children by answering the Nul hypotheses established by the study, the study sample consisted of (45) children, the study followed the semi-experimental design method, it was applied on the experimental group, the results of the study showed that there is a clear effect of the story style and the representative playing in the self-reliance of kindergarten children.

METHOD AND PROCEDURES

This part of the study includes a description of the study methodology, its sample, its society, the tool used, its validity, its reliability, correcting the tool, its variables and procedures, it is presented as follows:

Study Methodology

The analytical descriptive approach was used to describe the phenomenon of the study, to analyze its data, to describe the relationships among its components, the views expressed about it, the processes involved, and the effects it presents.

The population of the study and its sample: The study population consists of all the kindergarten teachers in the government kindergartens and private kindergartens affiliated to the Directorate of Education for Madaba Governorate, (120) of whom are teachers during the first semester of the academic year (2017/2018), the sample of the study consisted of (120) teachers and the Table 1 shows the distribution of the sample members according to the study variables

Table 1: Distribution of study sample members according to variables

Variables	Levels	N	percentage%
Type of Kindergarten	Governmental	49	45.8
	Private	58	54.2
	Bachelor	74	69.2
Scientific qualification	Postgraduate	33	30.8
	Less than 5 years	43	40.2
Years of experience	From 5-10 years	42	39.3
	More than 10 years	22	20.6
Total		107	100 %

Study Tool

After reviewing the theoretical literature and previous studies on the subject of the study, a scale was developed to identify the impact of socio-dramatic play in the development of the communicative language among pre-school children from the point of view of the teachers themselves in the light of some variables. The questionnaire consisted of (46) items, triple Likert Scale was used as follows: (high, medium, low) to answer those items.

Validity of the Study Tool

After designing of the questionnaire in its initial form, it was presented to a group of arbitrators of (8) specialized and experienced members of the teaching staff in the faculties of education in the Jordanian universities. The

arbitrators were asked to judge the quality of the contents of the items, and to express an opinion on the wording and integrity of the language, the appropriateness of the item to the domain under which it was incorporated, linguistic accuracy, as well as any other views that they may deem appropriate, whether by deletion, addition or consolidation. The arbitrators have made several observations, as some of the items have been amended and (86%) of the arbitrators have agreed on them.

Reliability of the Tool

To verify the reliability of the study instrument, the reliability coefficients were calculated in two ways: the first is the test and retest method, which was applied to a similar survey sample from the outside of the study sample for its small size (25) teachers, by applying it

twice and with a time interval between the first application and the second application two weeks. Reliability coefficients ranged from (0.76 to 0.81) and the total correlation coefficient was (0.84). The second method, the Cronbach Alpha method was used to identify the internal consistency of the items. The values

of the reliability coefficients ranged between (0.79 - 0.85) and (0.89) for the instrument as a whole, which are acceptable values for conducting such a study. Table 2 shows the values of the reliability coefficients of the domains in the test/retest method, and the alpha-Cronbach method of internal consistency.

Table 2: Values of the coefficients of Test-Retest reliability and the internal consistency of each domain of the questionnaire

N	Domain	Reliability coefficients values	
		Pearson	Kronbach Alpha
1	Expression and communication domain	0.81	0.85
2	Listening and understanding domain	0.78	0.81
3	Reading and writing domain	0.76	0.79
The tool as a whole		0.84	0.89

Third: (2.34-3) high.

Study Procedures

The study was conducted according to the following procedures:

- 1.The study tool was designed.
- 2.The study tool was presented to referees from university professors.
- 3.The study tool was finalized.
- 4.Members of the study were identified.
- 5.The questionnaire was distributed to all members of the study.
- 6.Total of (120) questionnaires were distributed within a week, (107) were retrieved, and when they were reviewed, the data were complete; therefore, they all underwent statistical analysis.
- 7.After the study was completed, the data was stored on the computer
- 8.The appropriate statistical data was processed using SPSS software in the computer to obtain the results.
- 9.The study questions were answered by presenting, analyzing and discussing the results in the light of theoretical literature and previous studies.

Statistical Analysis

The researchers used the following statistical tools:

- 1.Arithmetical means and standard deviations.
- 2.Multivariate Analysis Test (MANOVA).

- 3.Scheffe 'test for dimensional comparisons: This test is used for composite comparisons (more than two averages) and for equal and unequal sample sizes.

RESULTS OF THE STUDY AND ITS DISCUSSION

This section includes a presentation of the findings, after the researcher collected the data by means of the study tool, and presented them according to the study questions.

Results relating the first question: "What is the effect of socio-dramatic play in the development of communicative and linguistic abilities of pre-school children?"

To answer this question, the arithmetic means and standard deviations of the study sample were calculated based on the effect of socio-dramatic play on the development of communicative language in pre-school children from the teachers' point of view, as shown in Table 3.

Table 3 shows that "the reading and writing domain" ranked first with an average of (2.47) and a standard deviation (0.29) with high rating, the "listening and understanding domain" came second with a mean of (2.42) and a standard deviation of (0.14) with a high rating, the "expression and communication" domain

Table 3: means and standard deviations of the study sample estimations on the domains of the effect of socio-dramatic play in the development of the communicative language of pre-school children from the point of view of the teachers themselves in descending order according to the arithmetic means

Rank	N	Domains	*mean	Standard deviation	Rating
1	3	Reading and writing domain	2.47	0.29	High
2	2	Listening and understanding domain	2.42	0.14	High
3	1	Expression and communication domain	2.39	0.13	High
The tool as a whole			2.41	0.08	High

* Highest degree of (3)

came in last rank with an average of (2.39) and a standard deviation of (0.13) and a high rating, the arithmetic mean of the respondents' estimates was based on the rating of the impact of socio-dramatic play on the development of communicative language among pre-school children from the point of view of the teachers themselves as a whole (2.41) with a standard deviation (0.08), with a high rating.

This result is attributed to that socio-dramatic play has a major role in the development of language for pre-school children and allows them to increase their linguistic vocabulary and expressions that enriches the child's brain lexicon, this helps them communicate more easily with their peers and within different contextual contexts imposed by the surrounding environment.

Means and standard deviations of the study sample estimations were calculated on the domains of the impact of socio-dramatic play in the development of the communicative language among pre-school children from the point of view of the teachers themselves, as follows:

The first domain: expression and communication

The arithmetic averages and standard deviations of the sample of the study ratings for the effect of socio-dramatic play in the development of communicative language in pre-school children were calculated from the point of view of the teachers themselves on the items of this domain, as shown in Table 4.

Table 4: The arithmetical averages and the standard deviations of the ratings of the sample of the study on the items of expression and communication are ranked in descending order according to the arithmetic averages

Rank	N	Items	*mean	ST	Rating
1	9	Interacts with others in their thoughts and words	2.55	0.50	High
2	2	Expresses certain feelings towards others	2.51	0.50	High
3	12	The child can use sentences	2.47	0.53	High
4	8	Expresses the details of an image he saw in a story or book	2.46	0.50	High
5	5	In his expressions he uses the largest number of words	2.44	0.49	High
6	6	In his expressions he chooses the appropriate words for the meaning	2.42	0.52	High
7	1	He expresses his basic needs such as food and drink	2.42	0.51	High
8	17	Mentions the missing thing in the picture	2.41	0.49	High
9	18	Asking questions starting with what / where / when / why	2.41	0.49	High
10	19	He mentions the missing thing in the picture	2.39	0.49	High
11	3	Uses university words that point to more than one thing	2.36	0.50	High
12	16	He mentions the places of things Up / Under / Front / Behind	2.36	0.48	High
13	10	He has a capacity for dialogue and discussion to some extent	2.36	0.48	High

Table 4 cont'd

14	4	The meaning is expressed in conjunction with an appropriate signal or movement	2.35	0.47	High
15	20	He looks at the direction of an object when it is called in front of him	2.34	0.47	High
16	7	He can imitate the sounds of some animals	2.32	0.46	Moderate
17	14	Mixing the classical and the colloquial in his expressions	2.32	0.46	Moderate
18	15	Objects are named by their names	2.32	0.46	Moderate
19	11	Expresses his feelings and ideas in clear sentences	2.30	0.46	Moderate
20	13	Can use compound sentences	2.24	0.43	Moderate
Domain as a whole			2.39	0.13	Moderate

* Highest degree of (3)

Table 4 shows that paragraph (9), which states "Interacts with others in their thoughts and words" was ranked first with a mean of (2.55) and a standard deviation of (0.50) and a high rating. Item (2) which states "Expresses certain feelings towards others" (2.5) and standard deviation (0.50) and a high rating, while item (13) which stated "Can use compound sentences" ranked last with a mean of (2.24) and a standard deviation of (0.43) and a moderate rating, the arithmetic mean of the sample estimates for the items in this domain as a whole (2.39) and standard deviation of (0.13), with a high rating. This result is due to the fact that children play with each other using language as a first way to express their thoughts and interaction with their peers so that they can enjoy playing and do not feel bored, interaction with the group generates feelings

towards this group. The item that received the lowest average and final grade within this area can "Can use compound sentences" because the child at this stage grows intellectually before growing linguistically, which hinders the ease of using complex sentences to communicate with peers.

Second domain: listening and understanding

Means and standard deviations of the study sample estimates of the effect of socio-dramatic play on the development of communicative language in pre-school children were calculated from the point of view of the teachers themselves on the items of this domain, as shown in Table 5.

Table 5: means and the standard deviations of the ratings of sample of the study on the items of listening and understanding domain with his students in descending order according to arithmetic means

Rank	N	Items	*mean	ST	Rating
1	32	Responds in a way that confirms his understanding of the prepositions	2.54	0.52	High
2	30	Repeat the words of the melody just hear the melody directly	2.53	0.50	High
3	24	He lists some of the story's events later	2.49	0.50	High
4	35	Arranges images by sequence	2.49	0.50	High
5	34	Connects the picture and the sentence that expresses it	2.47	0.50	High
6	22	He can re-mention some details	2.46	0.50	High
7	31	Performs the teacher's requests in order if requested	2.46	0.52	High
8	26	Use mental skills during listening as a classification and conclusion	2.44	0.49	High
9	21	He can listen well	2.43	0.49	High
10	28	He can understand sentences	2.41	0.49	High
11	23	He realizes the relationship between the characters of the story that he listens to	2.36	0.48	High
12	29	Depends on its linguistic storage in understanding the spoken speech	2.36	0.50	High
13	33	Selects consistent images and verbal descriptions mentioned by the teacher	2.35	0.47	High
14	25	He understands the meanings of the words he listens to well	2.31	0.46	Moderate
15	27	Understands the meanings of different expressions and connect them in their proper context	2.29	0.46	Moderate
Domain as a whole			2.42	0.14	High

* Highest degree of (3)

Table 5 states that item (32), which states "Responds in a way that confirms his understanding of the prepositions", was ranked first with an average of (2.54) and a standard deviation of (0.52) and got a high rating. Item (30), which states "Repeat the words of the melody just hear the melody directly" came at the second rank with an average of (2.53) and a standard deviation of (0.50) and got a high rating, while item (27), which stated that "Understands the meanings of different expressions and connect them in their proper context" occupied the last rank with an average of (2.29) and a standard deviation of (0.46) and an average rating. The arithmetic average of the sample ratings for the whole domain was (2.42) and a standard deviation of (0.14), with a high rating. This result is due to the fact that the child at this stage is able to understand the simple things in the

language, including prepositions and the child can use them spontaneously in his talk with others. The item that got the last rank is due to the fact that the child at this age his brain language is still unable to understand the meanings of all words in different contexts, and his experience in this area very few.

The third domain: reading and writing

Arithmetic means and standard deviations of the study sample's ratings of the effect of socio-dramatic play on the development of communicative language in pre-school children were calculated from the point of view of the teachers themselves on the items of this domain, as shown in Table 6.

Table (6) shows that item (38), which states that

Table 6: The arithmetic means and the standard deviations of the ratings of the sample of the study on the reading and writing items in descending order according to the arithmetic means

Rank	N	Items	*mean	ST	Rating
1	38	The letters are pronounced in accurate way	2.72	0.45	High
2	37	Write letters accurately in the structure of the word	2.55	0.50	High
3	41	Characterizes letters belonging to one family	2.47	0.50	High
4	45	He has difficulty pronouncing some letters	2.43	0.50	High
5	46	He practice spelling during reading	2.42	0.49	High
6	39	Can spell the word properly	2.39	0.49	High
7	44	Distinguish between connected and separate letters in writing	2.39	0.49	High
8	40	pronounce letters at once while reading the word	2.38	0.48	High
9	42	Distinguish between the complex and singular formulas	2.37	0.51	High
9	43	He can read a simple sentence of four words	2.37	0.48	High
11	36	He draw the letters separately in a proper way	2.35	0.47	High
		Domain as a whole	2.47	0.29	High

* Highest degree of (3)

"The letters are pronounced in accurate way" was ranked first with an average of (2.72) and a standard deviation of (0.45) and got a high rating, item (37) which states "Write letters accurately in the structure of the word" came at the second rank with an arithmetic mean (2.55) and a standard deviation (0.50) with a high rating, while item (36), which states that "He draw the letters separately in a proper way" ranked last with an average of (2.35) and a standard deviation of (0.47) and a high rating, the arithmetical mean of the sample ratings reached (2.47) and a standard deviation of (0.29), with a high rating and this result is due to that the child in pre-school age is able to eject the letters properly from the correct exits.

Results relating the second question: Are there statistically significant differences at the level of significance ($\alpha=0.05$) between the responses of the study sample in estimating the impact of socio-dramatic

play in the development of the communicative language among pre-school children from the point of view of the teachers themselves according to the (Type of kindergarten, Scientific qualification, years of experience) variables?

In order to answer this question, the arithmetical averages and standard deviations of the sample estimates were calculated on the domains of the role of social drama play in the development of the communicative language of pre-school children from the point of view of the teachers themselves, (Less than 5 years, from 5 to less than 10 years and 10 years and above) as shown in Table 7.

Table 7 shows that there are apparent differences between the averages of the sample's estimates on the total score of the scale and the three domains of the effect of socio-drama play on the

Table 7: Arithmetic means and standard deviations of the grades of the study sample members on the total score and on the domains of effects of socio-dramatic play in the development of the communicative language of pre-school children from teachers' perspective according to type of kindergarten, academic qualification, and years of experience

Variable	Levels					Total score
			Expression and communication	Listening and understanding	reading and writing	
Type of kindergarten	Governmental N=49	Mean	2.30	2.36	2.40	2.34
		ST	0.11	0.12	0.13	0.04
	Private N=58	Mean	2.46	2.48	2.53	2.47
		ST	0.12	0.12	0.37	0.04
Scientific qualification	Bachelor N= 74	Mean	2.39	2.43	2.47	2.42
		ST	0.13	0.14	0.33	0.07
	Postgraduate N= 33	Mean	2.38	2.41	2.45	2.41
		ST	0.16	0.12	0.15	0.08
Years of experience	Less than 5 years N=43	Mean	2.30	2.34	2.38	2.33
		ST	0.12	0.13	0.12	0.04
	From 5-10 years N=42	Mean	2.40	2.46	2.48	2.44
		ST	0.11	0.12	0.14	0.03
	More than 10 years N=22	Mean	2.52	2.52	2.62	2.51
		ST	0.09	0.10	0.57	0.03

development of the communicative language of pre-school children from the point of view of the teachers themselves, according to the independent variables of the study (Type of Kindergarten, scientific qualification, years of experience), and to detect the significance of

these differences in arithmetical averages, the MANOVA analysis was used using the Wilk's Lambda test at the ($\alpha=0.05$) level. Table 8 shows the results of the Wilkes test for the principle and the results of multivariate analysis.

Table 8: Multivariate analysis results of the differences between the sample ratings of the effects of socio-dramatic play on the development of the communicative language of preschool children from the teachers' perspective and the total score according to type of Kindergarten, scientific qualifications and years of experience variables

Variables	Domains	Sum of squares	Df	Mean of squares	F value	Sig
Type of kindergarten Value of Wolux = 0.289 M= 0.000	Expression and communication	0.643	1	0.643	48.631	0.000*
	Listening and comprehension	0.441	1	0.441	28.767	0.000*
	Reading and writing	0.459	1	0.459	5.573	0.020*
	Total score	0.448	1	0.448	245.265	0.000*

Table 8 cont'd

Scientific qualification Value of Wolux = 0.985 M= 0.823	Expression and communication	0.002	1	0.002	0.124	0.726
	Listening and comprehension	0.017	1	0.017	0.877	0.351
	Reading and writing	0.010	1	0.010	0.118	0.732
	Total score	0.002	1	0.002	0.346	0.557
Years of experience Value of Wolux = 0.153 M= 0.000	Expression and communication	0.718	2	0.359	28.426	0.000*
	Listening and comprehension	0.535	2	0.268	18.379	0.000*
	Reading and writing	0.829	2	0.415	5.207	0.007*
	Total score	0.519	2	0.259	224.013	0.000*
Error	Expression and communication	1.231	102	0.012		
	Listening and comprehension	1.508	102	0.015		
	Reading and writing	8.268	102	0.081		
	Total score	0.107	102	0.001		
Total	Expression and communication	611.887	107			
	Listening and comprehension	631.236	107			
	Reading and writing	660.025	107			
	Total score	623.362	107			

* Statistical significance at the level of statistical significance ($\alpha=0.05$)

Table 8 shows:

1. There are statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the averages of the sample estimates on all domains of the impact of socio-dramatic play in the development of the communicative language among pre-school children from the point of view of the teachers themselves according to the type of Kindergarten, in favor of private kindergartens. This result is due to the fact that children in private kindergartens have better potential than government kindergartens because they are a profitable and competitive institutions, thus they are keen to improve their programs and the way of working with children.
2. There were no statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the average estimates of the sample on the impact of socio-dramatic play in the development of communicative language among pre-school children from the point of view of the teachers themselves

according to the difference on scientific qualification, as for the total score, there are no differences in the total score due to the qualification variable. This result is due to the fact that the scientific qualification does not affect the teacher's teaching in the kindergarten and her ability to help children to overall growth.

3. There are statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the average estimates of the sample on all areas of the impact of socio-dramatic play in the development of communicative language among pre-school children from the point of view of the teachers themselves according to the years of experience variable, as for the total score, there are differences in the total score due to the years of experience variable, to determine the sources of these differences, the Scheffe test was used as shown in Table 9.

Table 9 shows that there are statistically significant differences between the average estimates of those

Table 9: Scheffe test results for the differences between the averages of the sample estimates of the impact of socio-dramatic play in the development of the communicative language of pre-school children from the point of view of the teachers themselves according to the years of experience variable

Domains	Management experience		Less than 5 years	From 5-10 years	More than 10 years
		Mean			
		Mean	2.30	2.40	2.52
Type of kindergarten	Less than 5 years	2.30		0.03	*0.16
	From 5-10 years	2.40			*0.17
	More than 10 years	2.52			
	Mean		2.34	2.46	2.52
Scientific qualification	Less than 5 years	2.34		0.06	*0.18
	From 5-10 years	2.46			*0.17
	More than 10 years	2.52			
	Mean		2.38	2.48	2.62
Years of experience	Less than 5 years	2.38		0.10	*0.24
	From 5-10 years	2.48			*0.22
	More than 10 years	2.62			
	Mean		2.33	2.44	2.51
Total score	Less than 5 years	2.33		0.08	*0.18
	From 5-10 years	2.44			*0.21
	More than 10 years	2.51			

Statistically significant at significance level ($\alpha = 0.05$)

with years of experience (more than 10 years) on the one hand, and the average of those with years of experience (less than 5 years) and years of experience (5 to less than 10 years) on the other hand, due to the experience variable, in favor of estimates of those with experience (more than 10 years). This finding is due to the fact that the teacher's experience has a significant impact on their ability to make a difference in children and its impact on their overall growth among which linguistic growth that enhances the ability to communicate with the teacher and with others among these children.

DISCUSSION OF SEARCH RESULTS

Through investigating of previous studies we find interest in the importance of dealing with dramatic play and its impact in the development of some concepts. The present study agreed with the study of Anugi (2007) the role of theatrical play, and the study of the Khafaf (2003) the impact of the story style and play in their play. It also agreed with the study of Al-Rababah and Al-Habashneh (2015) and the study of Al-Khasawneh and Al-Akel (2012) and the study of Rose (2000) and the Andrngler study (1995) on speaking, comprehension and comprehension skills and agreed with Hu and Lu's study on the development of creative abilities.

The current study is characterized by socio-dramatic play in the development of communicative language

according to variables of years of experience, type of kindergarten and scientific qualification.

RECOMMENDATIONS

In light of the results of the study and its discussion, the study concludes with the following recommendations:

1. Involve parents in the implementation of socio-dramatic programs for pre-school children.
2. Develop programs based on enriching communicative language activities applied to pre-school children.
3. Increase the socio- drama activities in the daily program of pre-school children.

REFERENCES

- Anugi, S. (2007) the role of theatrical play and symbolic expression in learning to communicate and ensure children with delayed language and speech and stuttering disorders "Comparative study", Master thesis published, University of Algiers.
- Bakri, A. (2008) A program for kindergarten teachers in creative drama to develop the content of sustainable human development for the kindergarten child, unpublished PhD dissertation, Faculty of Kindergarten: Cairo University.
- Hassan, H. (2010) The effectiveness of the use of cooperative education and creative drama in developing the skills of social behavior and motor skills of female teachers in the Department of kindergartens during the presentation of musical activities, Journal of Educational and Social Studies, Vol. 13, N. 2, Faculty of Education, Helwan University, Helwan.
- Hassan, I. (1999) Effectiveness of the use of educational dramas on the achievement of fourth grade pupils in the teaching of grammatical rules, Journal of the Faculty of Education, Vol.1, N. 5.

- Hatiba, N. (2008) Curriculum of Activities in Kindergartens, Issue,1. Amman: Dar Al-Maysara.
- Hui, A., and Lau, S. (2006) Drama education: a Touch of the Creative Mind and Communicative-expressive ability of Elementary School Children Hong Kong *Thinking Skills and Creativity*, 1(1), 34-40.
- Issa, M. (1999) The psychology of play, the National Council for Culture and Arts: Kuwait.
- Journal of Arab Childhood (2001), September , Vol. 8. P.32
- Kempe, A. (2003) The Role of Drama in The Teaching of Speaking and listening as the Basis for Social Capital, *Research in Drama Education*, 8 (1), 14-65
- Khasawneh, N. & Al-Akl, I. (2012) Effectiveness of theatrical drama in developing the skills of oral conversation among primary school students, specialized educational magazine, Vol. 1, N. 4.
- Khuffaf, I. (2003) The Effect of Storytelling and Acting Model in the Development of Self-Reliance, Unpublished PhD dissertation, University of Baghdad: Baghdad.
- Rabab'a, I. & Habashneh, Q. (2015) The Effect of Using Educational Drama on the Development of Speech Skills and Improving the Level of Achievement among Arabic Language Learners, *Journal of Humanities Studies*, Vol. 42, N. 3, University of Jordan: Amman.
- Ranger, L. (1995) *Improving Reading Comprehension Through Amulet Faceted A Approach Utilizing , U.S.A, keamGolgee of NEW JERSEY.*
- Rose, D. (2000) Imagery-based Learning Improving Elementary Students Reading Comprehension with Drama Techniques, *Journal of Educational Research*, 94(1): 55, 9P, 1 Chart.
- Shanwan, M. (1998) Building a standard scale of the social behavior of university students in Iraq, unpublished master thesis, University of Baghdad: Baghdad
- Wahid, A. (2001) *Social Psychology*, 1st edition, Amman: Dar Al Masirah for Publishing and Distribution. Retrieved from [www.Ctei.univ - setif. dz](http://www.Ctei.univ-dz) on 20/12/2016, at 4 pm.